WORK SAMPLE PORTFOLIO

The 2013 portfolios are a resource to support teachers in the planning and implementation of the Foundation to Year 10 Australian Curriculum: Geography. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard.

Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Year 5 Geography

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

<table>
<thead>
<tr>
<th>Sample</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample 1</td>
<td>Research – Climate and the human characteristics of places</td>
</tr>
<tr>
<td>Sample 2</td>
<td>Decision making – Hotel proposal</td>
</tr>
<tr>
<td>Sample 3</td>
<td>Letter – Proposal for Hillary’s dog and horse beach</td>
</tr>
<tr>
<td>Sample 4</td>
<td>Inquiry – Why is Mackay Harbour where it is?</td>
</tr>
<tr>
<td>Sample 5</td>
<td>Action plan – Living with bushfires</td>
</tr>
</tbody>
</table>

This portfolio of student work shows that the student can explain the characteristics of places (WS4) in different locations at the national scale (WS1). The student describes the interconnections between people, places and environments at a local place and within other places of Australia and identifies the effect of these interconnections on the characteristics of places (WS1) and environments (WS2, WS4). The student describes the location of places in relative terms (WS4) and identifies spatial distributions and simple patterns in the features of places and environments (WS1). The student identifies alternative views on how to respond to a geographical challenge and proposes a response (WS2, WS3, WS5).

The student’s work shows an ability to develop geographical questions to investigate and collect and record information from a range of sources (WS1), including fieldwork, to answer these questions (WS4). The student represents data and the location of places and their characteristics in graphic forms, including large-scale (WS4) and small-scale maps (WS1) that use the cartographic conventions of border, scale, legend, title, and north point (WS1). The student interprets geographical data (WS1, WS2, WS3, WS4) to identify spatial distributions, simple patterns, infer relationships (WS1) and draw conclusions (WS1, WS2, WS3, WS4). The student presents findings using geographical terminology in a range of communication forms (WS1, WS2, WS3, WS4). The student proposes action in response to a geographical challenge and identifies the expected effects of their proposed action (WS3, WS5).
The annotated samples in this portfolio provide evidence of most (but not necessarily all) aspects of the achievement standard. The following aspects of the standard are not evident in this portfolio:

- describe the location of selected countries in relative terms
- identify trends
Research – Climate and the human characteristics of places

Relevant part of the achievement standard

By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.

Summary of task

Students had been learning about climate types and the influence of climate on the human characteristics of places. This task asked students to research the characteristics of climate types in Australia and consider the impact of climate on human decisions. Students were asked to:

- research the characteristics of dry, temperate and tropical climates
- present their findings in a table
- construct a Venn diagram to show the similarities and differences between climate types
- visually illustrate the different characteristics of each climate type
- construct an overlay map of Australia to show the relationship between land use and climate type
- write a paragraph identifying and describing this relationship.
Acknowledgement
ACARA acknowledges the contribution of Australian teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

Work sample 1

Geography

Year 5

Research – Climate and the human characteristics of places

Annotations

Describes the characteristics of places in different climate zones including temperature, rainfall, vegetation and land use.

Provides some reasons for the characteristics of places, for example ‘rainfall is high because tropical climate creates condensation which turns into rain in summer’.

Climate Zone Summary

<table>
<thead>
<tr>
<th>Dry</th>
<th>Temperate</th>
<th>Tropical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperature: Summer is hot, winter is mild to moderate</td>
<td>Average max temp 17.2°C</td>
<td>Temp around 20°C each month all year round</td>
</tr>
<tr>
<td>Rainfall: it doesn’t rain often, it can rain any time of the year</td>
<td>Changeable weather</td>
<td>Rainfall is high because tropical climate creates condensation which turns into rain in summer</td>
</tr>
<tr>
<td>Mining, cattle and sheep</td>
<td>Average rainfall 400mm to over 1000mm</td>
<td>Rainfall is a lot lower in winter</td>
</tr>
<tr>
<td>Very little vegetation</td>
<td>Has wet and dry eucalyptus forest and quite a bit of woodland</td>
<td>Vegetation is green and lush all year round</td>
</tr>
<tr>
<td>Dry grassland, short wiry grass, mulga shrub, mallee shrub, tussock</td>
<td>Not much humidity</td>
<td>If little rain veg will dry up as they expect high rainfall</td>
</tr>
<tr>
<td>Average rainfall well under 200mm a year</td>
<td>Farming includes wool, crayfish, oysters, abalone, wallaby, sheep, dairy cattle, grapes, oranges, beef cattle, apples, wheat and several veggies</td>
<td>Humidity is very high because in summer rainfall is very high</td>
</tr>
<tr>
<td>Beef cattle are extensively farmed in dry areas</td>
<td>in summer hot with rain</td>
<td>Heat and evaporation of warm makes lots of humidity</td>
</tr>
<tr>
<td>in winter like the rest of the year is wet but also really hot and dry</td>
<td>in winter</td>
<td>wet and dry seasons switch really hot and dry with those really wet and windy</td>
</tr>
</tbody>
</table>

May 2013
Geography

Research – Climate and the human characteristics of places

Annotations

Identifies the relationship between people and places by identifying how land use (human characteristics of a place) is influenced by the environmental characteristics of a place.

Uses geographical terminology (humidity, temperate, tropical, weather).

Uses a Venn diagram to show similarities and differences between climate type in terms of rainfall, temperature, land use and flora.
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Geography

Year 5

Research – Climate and the human characteristics of places

Annotations

Illustrates the characteristics of three climate types.
Research – Climate and the human characteristics of places

Annotations

Constructs an overlay map to show the relationship between land use and climate type.

Identifies the distribution of climate and vegetation types in Australia.

Identifies and describes the cause and effect relationships between the environmental characteristics of places (climate) and land use.

Identifies the cause and effect relationship between employment and the process of urbanisation.

Annotations (Overview)

The student uses a range of texts to communicate their findings.

Acknowledgement

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Decision making – Hotel proposal

Relevant part of the achievement standard

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Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.

Summary of task

Students were given the challenge of deciding on the location of a hotel in the region of Eastern Kenya. They were given stimulus materials in the form of a letter and a map and asked to:

• consider the positive and negative aspects of three proposed sites
• select a preferred site and write a paragraph justifying this decision
• recommend solutions to problems identified with the preferred site.
9th November 2011

Building Proposal For Hotel in Abeyi – Close To Tsarvo East National Park.

Dear Councillors,

As you already know, Kenya is a popular tourist destination where Hilton already have three successful hotels located along the coast and in one in Tsarvo West National Park.

We are currently looking for a new site to build a further hotel in your region of Eastern Kenya. Our research team have selected three possible sites in which we could build our next hotel complex. These sites can be seen on the attached map.

As you can see from the map, there are positive and negative aspects to each site and non are perfect, but we hope you will be able to come to a decision for us as to which site to choose.

Ideally we would like a site with:

- Close to a road for access
- Water and electricity supply
- Near a beach
- Flat land which is easily to build on
- Large site
- Sheltered from the wind
- Close to a local village – for workers
- Close to wildlife for safari trips but safe for tourists to stay

Please can you give us a list of positive and negative ideas for each site, a paragraph explaining which site it best in your opinion and some suggestions as to how to solve any issues with your chosen site.

Thank you for your time and we look forward to your decision.

Yours sincerely,
Acknowledgement
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Decision making – Hotel proposal

<table>
<thead>
<tr>
<th>Site A</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Near a beach to relax</td>
<td>Near the lake where animals such as hippos can pollute by rubbish and birds come to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Near the lake where the noise from</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farmland, where they can get jobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Near water supply from river</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People staying there can ruin farmland by walking through it or driving</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site B</th>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wind break because of the mountains</td>
<td>Disrupt the school by noise from</td>
</tr>
<tr>
<td></td>
<td>Near village so they can shop and meet</td>
<td>Construction of hotel could scare them away</td>
</tr>
<tr>
<td></td>
<td>With the mountains the locals learn cutting near the site the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Near river for fishing and relaxing</td>
<td>Land might not be flat and it could be hard to build</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site C</th>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Near a track which leads to airport and people staying can walk and relax</td>
<td>Near farmland which means easy rain cropping</td>
</tr>
<tr>
<td></td>
<td>Near farmland which leads to airport and people staying can walk and relax to and from</td>
<td>Near the lake where the airport is strip people staying can</td>
</tr>
<tr>
<td></td>
<td>Near farmland which scare of wildlife can provide food and jobs/volunteering</td>
<td></td>
</tr>
</tbody>
</table>

Annotations

Identifies both positive and negative aspects of alternative sites using criteria provided.

Interprets a map to identify the characteristics of each site, for example farmland, lake, river.

Explains how the environmental characteristics of a place are influenced by human actions.

Explains how environmental characteristics, relative location and human actions affect the characteristics of a place.

Creates a table to organise the advantages and disadvantages of the proposed hotel sites.

Explains the positive and negative aspects of each proposed site.

Acknowledgement
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Geography Year 5

Decision making – Hotel proposal

Annotations

Makes and justifies a decision on where to locate the hotel.

Proposes solutions to respond to the issues identified.

Suggests ways that human impacts can be managed.

Annotations (Overview)

The student interprets information provided to draw conclusions.
Letter – Proposal for Hillary’s dog and horse beach

Relevant part of the achievement standard

By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.

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Summary of task

Following a study of the role of the local government in managing the local area, students were introduced to a geographical challenge in their local community – the overcrowded Dog and Horse Park at Hillary’s Beach. The students were asked to write a letter to a local councillor proposing a response to this issue. When writing their letter, students were asked to:

- identify their response to the challenge
- identify alternative views on how to respond to the challenge
- provide justification for their proposal, including the predicted consequences of their proposal.
Dear Sir/Madam,

I am writing to you as a dog owner and about the Hillary’s horse and dog beach.

I do understand that people have different views. Some people think that the beach should be used for either horses or dogs, not both. Other people think they should both be removed from the beach and only people should use it. I think that the beach should be made bigger so dogs and horses can both use it safely.

Something has to be done! The beach is not big enough for both dogs and horses. It is now unsafe to be there. I think you should make the beach bigger. Here are some reasons why.

Firstly, on the weekend, hundreds of people come down with their dogs and horses. It is very crowded and there is only a little bit of room for everyone and their dogs and their horses to exercise. If the beach was bigger there would be a lot more room for everyone to exercise. On the left side of the beach (looking from land) not much people go there to surf or fish so it wouldn’t cause any problems at all. There would

Annotations

Identifies different views on how the issue of an unsafe and overcrowded beach should be addressed.

Identifies the geographical challenge, that the beach is too small and is unsafe.

Proposes a response to address a geographical challenge.

Provides reasons why the beach extension is necessary.

Justifies their proposal to extend the beach.

Considers the implications of their proposal to extend the beach.
Letter – Proposal for Hillary’s dog and horse beach

be more room for all the dogs to run free on the beach without their leash. Maybe even more people will come down instead of having walks around the street.

Secondly, I think the beach should be made bigger so the horses and dogs can be separated (so that animals don’t scare or injure each other). Lately, dogs and horses have been sent for a check up at the vet, because of attacks from dogs (to horses) and horses (to dogs). Separating each animal would be a lot smarter. The horses won’t have to watch out for dogs while running. The dogs won’t have to run around the horses when they’re running.

Thirdly, if you extended part of the beach it wouldn’t be covered in as much animal faeces. If it stays as it is, more and more people will only go there from time to time and soon they won’t go at all, leaving the beach deserted. All through the day, you will see dog after dog, pess your house. You won’t be able to relax with a ‘woof woof’ noise every minute, that would be annoying to everyone in Hillargs.

Annotations

Identifies a consequence of not addressing the challenge.

Provides evidence to support the need for action.

Provides further justification for their proposal.

Identifies the possible consequences of not taking action.
Letter – Proposal for Hillary’s dog and horse beach

In conclusion, I don’t think anyone would want a crowded dog and horse beach or have their pet injured. You should make the beach bigger so horses and dogs can be separated. I hope you take this into consideration. Thank you for your time.

Yours sincerely,

Annotations
Draws a conclusion on why their proposal for an extended beach is desirable.
Inquiry – Why is Mackay Harbour where it is?

Relevant part of the achievement standard

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Summary of task

As part of a study of the interconnections between people and environments, the class brainstormed a number of questions they could investigate regarding the relationship between people and the environment at Mackay Harbour. Students were then asked to use this list to develop a set of inquiry questions in preparation for an excursion to Mackay Harbour. During the excursion they were asked to:

- collect and record data and information to answer their inquiry questions
- record the natural and human characteristics of the Harbour and their location.

Students were encouraged to take photographs as part of the data collection.

Following the excursion, students were asked to write a report using the data and information they had gathered to answer their inquiry questions.

The teacher scaffolded how to write a report. Students were provided with access to computers to complete the report. The task was conducted in class time over a two week period.
Acknowledgement
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Inquiry – Why is Mackay Harbour where it is?

**Why is Mackay Harbour where it is?**

**Where is Mackay Harbour?**

Mackay Harbour is in Mackay, North Queensland. It is about 950 kms north of Brisbane and 126 kms south of Proserpine. It is only a 10 minute drive from the Mackay city. It is only 2kms from the mouth of the Mackay river.

**What are the characteristics of Mackay Harbour?**

Mackay as so many different features. These pictures I took of Mackay Harbour on our excursion show how many features it has.

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**Annotations**

- Develops questions to investigate.
- Describes the location of Mackay Harbour in relation to other places.

Collects and records information from fieldwork using photographs.
Inquiry – Why is Mackay Harbour where it is?

Annotations

Identifies the characteristics of Mackay Harbour.
Geography Year 5

Inquiry – Why is Mackay Harbour where it is?

Boat ramp

Park

Annotations

Acknowledgement
ACARA acknowledges the contribution of Australian teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.
Inquiry – Why is Mackay Harbour where it is?

The map below shows where these features are:

![Map of Mackay Harbour](image)

Source: Map data@2013 Google

What is Mackay Harbour used for?

The map shows that Mackay Harbour is used by people as a place for living and recreation. It is also used by industry for commercial reasons and is the major place for transporting cane by ships.

Why is Mackay Harbour used for so many purposes?

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Reason why Mackay Harbour is used</th>
</tr>
</thead>
</table>
| Residential | It is on the beach with beautiful views  
 | It has a marina and boat ramp  
 | It is close to the city  
 | It has a hotel |
| Recreational | It has beautiful weather  
 | It is close to the mouth of the river (for fishing)  
 | It has a marina and boat ramp  
 | There are swimming beaches  
 | There is a park  
 | It has a hotel  
 | People live there |
| Transport    | It is on the pacific ocean and has deep water  
 | It is close to where the sugar cane is grown  
 | There is lots of room to store sugar |
| Industrial   | It is close to the Port so lots of businesses build things for the port. |

Annotations

Records data on the characteristics of Mackay Harbour and land use.

Represents the location of Mackay Harbour and its characteristics on a large-scale map.

Identifies connections between people and the Mackay Harbour.

Explains connections between people, places and environments.

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Inquiry – Why is Mackay Harbour where it is?

How do people influence the characteristics of Mackay Harbour?

There are lots of constructed features on Mackay Harbour. There is the Marina, the rock wall, the roads and the buildings. There are also lots of natural features like ocean, the beach, the sand dunes and the native pants. These native features have always been there but the built features have changed the harbour so people can enjoy it. But on our excursion we saw things that weren’t good. The photos I took show the main problems of rubbish, sand mining and 4-wheel driving on the sand dunes.

Annotations

Describes the characteristics of Mackay Harbour.

Uses photographs to collect and record evidence of human impact on the environment.
Inquiry – Why is Mackay Harbour where it is?

Annotations

Identifies the effect of interconnections between people, places and environments.

Sand mining is taking sand away and destroying the beach

Rubbish is destroying the views
Inquiry – Why is Mackay Harbour where it is?

**Conclusion**

On our excursion I learned that Mackay Harbour has many natural and constructed features and that it is a beautiful place. The reason Mackay Harbour is where it is is because of its natural features and its location. It is close to the city and on the ocean. People want to live there for these reasons. That is why there are so many constructed features to make the lives of people better like a marina and a boat ramp. There are also lots of industry because the port is there. The port is there because it is close to where sugar cane is grown.

I also saw ugly parts of Mackay Harbour, like dumped cars, sand mining and 4-wheel drive tracks on the beach and sand dunes. Mackay Harbour is a beautiful place and should be protected from people doing these things.

**Annotations**

Identifies the relationship between the human and environmental characteristics of places, including the influence of location.

Interprets information to draw conclusions.

**Annotations (Overview)**

The student uses a range of texts and geographical terminology to communicate their findings.
Action plan – Living with bushfires

Relevant part of the achievement standard

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Summary of task

Students were asked to write an action plan to share with their families in preparation for the bushfire season. They were asked to include in their plan actions that:

- all people could take to prepare for a bushfire
- they and their families would take in the event of a bushfire.
Action plan – Living with bushfires

When fire season comes we will clean out the gutters and cover it with non-flammable netting and remove anything flammable like fuel, fuel bricks and cars a safe distance away from your house. Do gardening chores like cutting any low branches on trees, mow the lawns remove any flammable plants and have water ready for any embers that might fly onto your house.

House Plan
I will take my dogs Rolly and Maggie and Tiddles my cat, my family, a phone with good signal, first aid kit, clothes, food and water, pillow and photos. I would take these things to help me stay away.

I reckon my family and I would leave early because houses can be replaced but other things can’t. We have three ways out so we would take out the opposite direction and go to my nan and paps.

Annotations
Proposes action people could take to prepare for a bushfire.

Proposes how individuals and groups could respond to the geographical challenge of a bushfire.

Identifies that leaving the threatened area will prevent loss of human life.